

Laura Terrill
August 2014

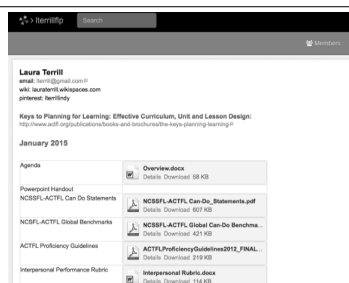
Assessing for Learning

What do you think?

- ☐ I love grading and paperwork.
- ☐ I agree with that the target language should be used at least 90% of the time at all levels.
- ☐ I currently teach with thematic units.
- ☐ Accuracy is extremely important.
- ☐ The Advanced Placement exam supports language learning.
- ☐ My grading system is based on performance.
- ☐ I learned my language in school.

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lterrillflp.wikispaces.com



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"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey



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Workshop Goal:

Learn guiding principles for designing performance assessments, focused on developing learners' language performance toward proficiency.

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What are your goals for today?

This will be a successful PD day if I can.....



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Teaching is

7

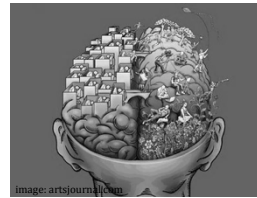


Ruby Payne

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Learning is

8



Ruby Payne

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Individual Accountability

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Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

| | | | | | | |
|----|----|---|---|---|---|---|
| 1. | 10 | 9 | 8 | 7 | 6 | 0 |
| 2. | 10 | 9 | 8 | 7 | 6 | 0 |
| 3. | 10 | 9 | 8 | 7 | 6 | 0 |
| 4. | 10 | 9 | 8 | 7 | 6 | 0 |
| 5. | 10 | 9 | 8 | 7 | 6 | 0 |

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Performance toward Proficiency

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Key Comparisons: Performance & Proficiency

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Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

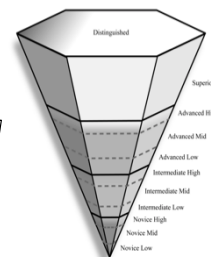
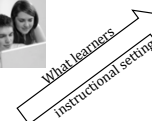
- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

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What learners demonstrate in the familiar context of the instructional setting...

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points toward a targeted proficiency level



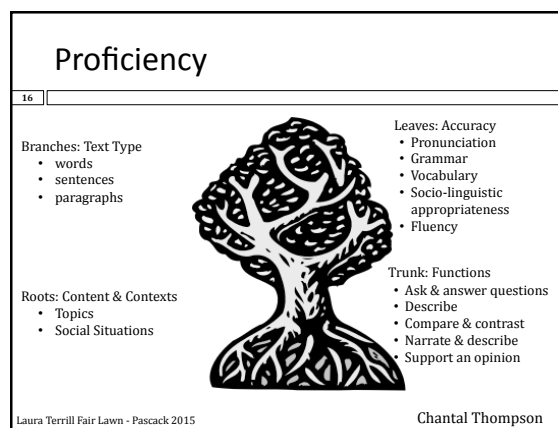
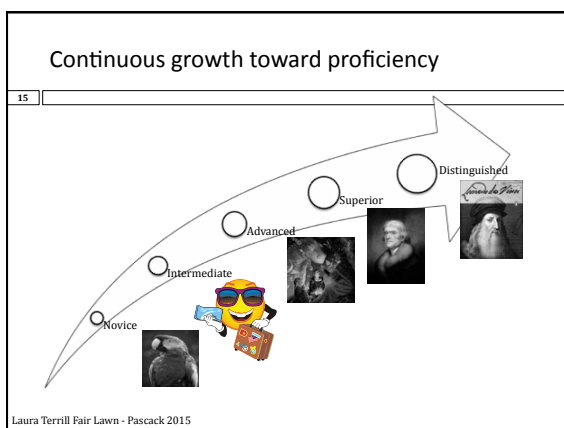
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| NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal | | | | | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13 | | | | | |
| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High |
| I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. | I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. |

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| NCSSFL-ACTFL Global Benchmarks Presentational Writing | | | | | |
|----------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14 | | | | | |
| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High |
| I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write short messages and notes on familiar topics related to everyday life. | I can write briefly about most familiar topics and present information using a series of simple sentences. | I can write on a wide variety of familiar topics using connected sentences. | I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. |

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| NJ CAP - Novice-mid Interpersonal Rubric | | | |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 17 | | | |
| | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Does the teacher understand me? (Comprehensibility) | • The teacher understands me without difficulty. | • The teacher understands me with occasional difficulty. | • The teacher understands me only with much difficulty. |
| Do I understand the teacher? (Comprehension) | • I understand the teacher without difficulty. | • I understand the teacher but sometimes I need repetition or restatement. | • Most of the time I don't understand the teacher. |
| How well do I use the language? (Vocabulary Use & Language Control) | • I am mostly correct when producing simple sentences. • I attempt to create. • I recognize and use vocabulary with ease. | • I am mostly correct with memorized language. I am less correct when I try to create language. • I recognize and use most of the vocabulary correctly. | • I can only communicate at the word level. • I use a limited number of words / phrases. |
| How well do I keep the conversation going? (Communication Strategies) | • I begin to recombine some memorized language to ask for repetition and/or clarification | • I use memorized chunks of language to: -Ask for repetition -State that I don't understand | • I cannot keep the conversation going. |

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| Presentational "On Demand" | | | | |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| | Strong Performance 10 9 | Meets Expectations 8 | Approaching Expectations 7 | Below Expectations 6 |
| Am I understood? | My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. | My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. | My writing is generally understood; but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. | My writing is extremely difficult to understand; Errors interfere with communication. |
| How rich is my vocabulary? | I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include second vocabulary. | I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study. | I use simple, familiar vocabulary, correctly, and I may use a few new expressions from the current unit of study. | I rely on simple and very familiar vocabulary. |
| How well do I complete the task? | I complete each part of the task adding some details beyond given expectations. | I complete each part of the task. | I complete most of the task. | I complete some of the task, but key components are missing. |
| How organized is my writing? | My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts. | My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts. | My ideas are shared in a random fashion. My sentences follow a predictable pattern. | My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete. |
| How are knowledge and understanding of the target culture represented? | Comparisons between target language and American culture are accurately presented. | Information about the target culture is accurately presented. | Information about the target culture is presented, but may or may not be accurate. | The information that is shared is primarily from personal point of view. There is little to no mention of the target culture. |

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Presentational “On Demand”

| | Strong Performance 10 9 | Meets Expectations 8 | Approaching Expectations 7 | Below Expectations 6 |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Am I understood? | My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. | My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. | My writing is generally understood; but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. | My writing is extremely difficult to understand; errors interfere with communication. |

- The criteria are presented in the form of questions.
- The appropriate domains of the Performance Descriptors are listed after each question
- There is a question and domain associated with cultural awareness.
- Accuracy is not addressed since the final should be ready for publication.
- The descriptors apply to novice, intermediate and advanced.
- The rubric has three tiers. The fourth tier would have been one that indicated less than acceptable performance.
- The numbers attached to the tiers allow a score to transfer easily to a gradebook.

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Your “apple save” moment....



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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

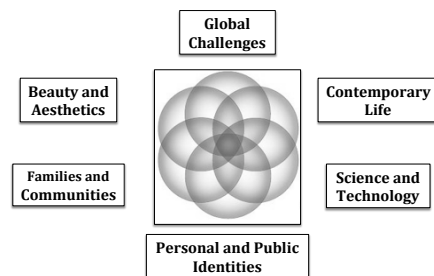
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21st Century Learners



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Spiral AP Language & Culture



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Image: The College Board

Big Ideas =

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Theme
+
Essential Question

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Essential Questions

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- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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Essential Questions

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- They offer a sense of adventure, are fun to explore and try to answer.
- They require students to connect learning from several disciplines.
- They challenge students to demonstrate that they understand the relationship between what they are learning and larger world issues.
- They enable students to begin the unit from their own past experience or understanding.
- They build in personalized options for all students.

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

| GOAL AREAS | STANDARDS | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| CULTURES Interact with cultural competence and understanding | Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | |

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CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Global Challenges: Food and Hunger

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Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

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Global Challenges: Food and Hunger

How do we eat well? What is hunger?

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<http://www.frenchified.com/2012/11/la-faim-dans-le-monde/>

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Global Challenges: Food and Hunger

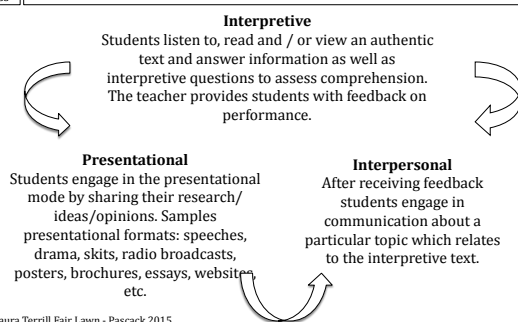
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| Language and Level | French – Novice High ➔ Intermediate Low |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme & Topic | Global Challenges: Food and Hunger |
| Important Question(s) | How do we eat well? What is hunger? |
| Goals <i>What should students know and be able to do by the end of the unit?</i> | <p>Students will:</p> <ul style="list-style-type: none"> ✓ compare hunger in their communities with hunger in other parts of the world and will prepare a presentation calling attention to hunger issues. ✓ identify cultural dishes and consider where they place on the food pyramid. ✓ identify foods as healthy or unhealthy and will be able to comment on their diet. ✓ state their likes and dislikes with regard to food. |

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ACTFL Integrated Performance Assessment

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Summative Performance Tasks

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| | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 34 | Interpretive Mode | |
| | Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described. | |
| | Presentational Mode | Interpersonal Mode |
| | <p>Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community.</p> <p>On-Demand: You are so proud of yourself...a perfectly healthy day of eating and then disaster: Comment on your eating habits for the day...</p> | Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images. |

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Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and **indicate if the foods are healthy or not** and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

- *Communication*
- *Critical Thinking and Problem Solving*
- *Collaboration*
- *Creativity and Innovation*

Project: Students will **create** a public service announcement to **address nutritional and / or hunger issues** in their community.

On-Demand: You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They **will discuss hunger based on the setting of the images.**

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Connections to Common Core

Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.


Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.


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| Connections to 21 st Century Skills | |
|------------------------------------------------|--------------------------------------------------------------------------------|
| 37 | |
| Common Core | |
| Communication | Interpretive, Interpersonal and Presentational Summative Tasks |
| Communication | Presentational and Interpersonal Summative Tasks Presentational "On Demand" |
| Creativity and Innovation | Presentational Summative Task |
| Critical Thinking and Problem Solving | Presentational Summative Task |

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| Toolbox | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 38 | |
| <ul style="list-style-type: none"> □ Language Functions □ Related Structures/Patterns □ Vocabulary Expansion □ Key Learning Activities/ Formative Assessments □ Resources □ Technology Integration |  |

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| Top Ten Functions and Related Tasks | |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 39 | p. 78 & 105 |
|  | <p>Expressing hopes, dreams, future plans</p> <p>Asking and responding to questions</p> <p>Maintaining a conversation in person & virtually</p> <p>Presenting information orally for an audience</p> <p>Describing people, places, things, how and how well</p> <p>Expressing feelings and emotions</p> <p>Presenting information in writing for an audience</p> <p>Telling and retelling stories; sequencing</p> <p>Expressing preferences and opinions</p> <p>Interpreting authentic oral, written, visual texts</p> |

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Increasing levels of proficiency

p. 77

Novice

Intermediate

Advanced

Express feelings and emotions

I can say that I am happy, sad

I can express my emotions in simple sentences

I can express emotions such as surprise, happiness, anger and sadness with some explanation

I can express and react to a variety of emotions and feelings giving detailed explanations

I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations

Tell or retell stories

I can say what I am doing in short memorized sentences

I can tell someone about my day in short, simple sentences

I can tell a story in a series of sentences

I can tell about something that happened or will happen giving the sequence of events

I can tell a detailed story using paragraph-length narration to describe the event

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| Toolbox | | |
|-------------------------------------------------------------------------|--------------------|-----------------------------|
| 4 | Language Functions | Related Structures/Patterns |
| ask and answer questions about food and hunger | | |
| talk about likes and dislikes concerning common and international foods | | |
| identify where certain foods are from and identify key ingredient(s) | | |
| ask and answer if they would like certain dishes and give reasons | | |
| explain where and why hunger exists in the world | | |
| explain how they make good / poor food choices | | |

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| Student Can-do's | | | |
|------------------|-------------------------------------------------------------------------|-----|----------------|
| 42 | I can | Yes | With some help |
| | ask and answer questions about food and hunger | | |
| | talk about likes and dislikes concerning common and international foods | | |
| | identify where certain foods are from and identify key ingredient(s) | | |
| | ask and answer if they would like certain dishes and give reasons | | |
| | explain where and why hunger exists in the world | | |
| | explain how they make good / poor food choices | | |
| | explain how they make good / poor food choices | | |

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| Toolbox | | |
|-------------------------------------------------------------------------|--------------------------------------------|----------------------|
| Language Functions | Related Structures/ Patterns | Vocabulary Expansion |
| ask and answer questions about food and hunger | to have idioms (avoir faim) | |
| talk about likes and dislikes concerning common and international foods | definite articles negation -er verbs | |
| identify where certain foods are from and identify key ingredient(s) | | |
| ask and answer if they would like certain dishes and give reasons | | |
| explain where and why hunger exists in the world | | |
| explain how they make good / poor food choices | | |
| explain how they make good / poor food choices | | |

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| Toolbox | | |
|-------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Functions | Related Structures/ Patterns | Priority Vocabulary |
| ask and answer questions about food and hunger | to have idioms (avoir faim) | Tier 1 hungry / thirsty like/dislike/prefer food dishes/categories of food number/calories/ would you like, I would like, please, thank you I eat well because/to avoid |
| talk about likes and dislikes concerning common and international foods | definite articles negation -er verbs | |
| identify where certain foods are from and identify key ingredient(s) | | Tier 2 disease hunger - causes Malnourished food elements - fat, protein, etc |
| ask and answer if they would like certain dishes and give reasons | | |
| explain where and why hunger exists in the world | | |
| explain how they make good / poor food choices | | |

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| Food and Hunger- Vocabulary | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------|--|-------------|--|-------------|--|-------------|--|-----------------|--|--------------------------|--|------------------------------------|--|-----|--|---------|
| 45 | <p>All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.</p> <p>ask and answer questions about food and hunger</p> <table> <tr> <td></td><td>Are you hungry?</td></tr> <tr> <td></td><td>I'm hungry.</td></tr> <tr> <td></td><td>I'm starved</td></tr> <tr> <td></td><td>Not really.</td></tr> <tr> <td></td><td>I'm not hungry.</td></tr> </table> <p>explain where and why hunger exists in the world</p> <table> <tr> <td></td><td>Why is hunger a problem?</td></tr> <tr> <td></td><td>Hunger is a problem because of....</td></tr> <tr> <td></td><td>war</td></tr> <tr> <td></td><td>poverty</td></tr> </table> | | Are you hungry? | | I'm hungry. | | I'm starved | | Not really. | | I'm not hungry. | | Why is hunger a problem? | | Hunger is a problem because of.... | | war | | poverty |
| | Are you hungry? | | | | | | | | | | | | | | | | | | |
| | I'm hungry. | | | | | | | | | | | | | | | | | | |
| | I'm starved | | | | | | | | | | | | | | | | | | |
| | Not really. | | | | | | | | | | | | | | | | | | |
| | I'm not hungry. | | | | | | | | | | | | | | | | | | |
| | Why is hunger a problem? | | | | | | | | | | | | | | | | | | |
| | Hunger is a problem because of.... | | | | | | | | | | | | | | | | | | |
| | war | | | | | | | | | | | | | | | | | | |
| | poverty | | | | | | | | | | | | | | | | | | |

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| How many units a year? | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 46 | <p>p. 44</p> <p>Consider:</p> <ul style="list-style-type: none"> the need for lots of comprehensible input from multiple authentic sources the need for time to internalize new vocabulary and structures the need to develop all 3 modes of communication the fact that each unit's performance assessment includes all three modes of communication your school calendar |

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| Use of target language & comprehensible input | |
|-----------------------------------------------|-------------------------------------------------------------------------------------|
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| Global Challenges: Food and Hunger | |
|------------------------------------|--------------------------------------------------------------------------------------|
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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language



- Real-world
- Culture rich
- Models of correct language

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Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

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Complex Thinking — Simple Language

51



No soy un abrigo.

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Helena Curtain

Selecting Authentic Text

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Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support**.

Is the text:

- Intrinsically interesting, rich in ideas
- Cognitively engaging, intellectually challenging
- Communicatively purposeful, relevant to the learner
- One that explores an aspect of the essential question

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Tips for finding authentic text

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- Look for texts that address the essential question of the unit.
- Do not look for texts that have specific vocabulary or structures.
- Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- Adapt the task, not the text.
- Become a fan of Pinterest.

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Key considerations for working with text

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La faim est le 1er risque sanitaire dans le monde.
Elle tue plus de personnes que le sida, le paludisme et la tuberculose réunis.

Une personne sur sept va se coucher le ventre vide ce soir.

Un enfant sur quatre souffre d'insuffisance pondérale dans les pays en développement.

Le nombre de personnes touchées par la faim dans le monde correspond aux populations des États-Unis, du Canada et de l'Union européenne réunies.

LE SIDA, LA MALARIE ET LA TUBERCULOSE

LA FAIM

LE SIDA, LA MALARIE ET LA TUBERCULOSE

LA FAIM

LA FAIM

□ Begin with what they can say before asking any questions.

□ Avoid worksheets.

□ Process the text in the target language.

□ Know what you want to "lead" students as they work with the text.

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Interpretive Mode

55

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

56

| is not | is |
|-------------------------------------------------------------------|------------------------------------------------------------------------|
| translation. | context-driven understanding (gist). |
| a hunt for trivial details. | whole picture; mediating meaning with the text; a focused task. |
| glossed readings; teaching all new vocabulary first. | familiar words in new context; and new words in a familiar context. |
| reading, listening or viewing from the reader's perspective only. | using the author's perspective and cultural perspective. |
| reading word for word. | re-phrasing chunks; retelling; predicting; and using structural clues. |

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Common Core



57

- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources

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Common Core State Standards for English Language Arts and Literacy

58

Distribution of Literary and Informational Passages
by Grade in the 2009 Reading Framework

| Grade | Literary | Informational |
|-------|----------|---------------|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |



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Before Reading

59



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

60



- Guided
- Active
- Silent
- Individual

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After Reading

61



- clarify
- reinforce
- extend knowledge

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Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

62

Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine



63

Process:

1. Students read text silently and write one or more questions that can be answered in the text.
2. Students pair and ask each other their questions.
3. Teacher asks non-volunteers to share a question, may write correctly as student asks question.
4. Students think and share answer with partner; teacher selects non-volunteer to answer.
5. Process continues.
6. Teacher may ask questions to address parts of the text that are essential that have not been addressed.

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Elicit Performance/Provide Feedback

64

| Proof for | | Proof against |
|-----------|-----------------------------------------|-----------------------------------|
| | La famille de Binta habite au Cameroun. | Non, la République centrafricaine |
| | Leur village s'appelle Mbile. | |
| | Ils sont pauvres. | |
| | | |

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.

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Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

65

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<http://www.elboricua.com/BoricuaKids.html>

66



Read

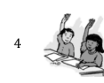


Remember

2



Cover



Retell

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wordle.net

A word cloud generated from text related to Juan Ponce de Leon. The most prominent words are 'Juan', 'Ponce de Leon', 'governor', 'soldier', 'explorer', 'Columbus', 'colony', 'Puerto Rico', 'governor, tomb, estate', 'first', 'set', 'Borinquen', 'commission', 'explorer', 'Cristóforo', 'island's', 'estate', 'Cathedral', 'settlement', 'Blanca', 'born', 'found', 'colonize', 'term', 'went', 'popular', 'Valencia', 'Rico', 'another', 'tourist', 'forces', 'achieve', 'voyage', 'Spain', 'defeated', 'family', 'served', 'called', 'Moors', 'second', 'accomplishments', 'name', 'Antonia', 'tomb', '1509-12', 'Caparra', 'Ponce de Leon', 'found', 'colonize', 'term', 'went', 'popular', 'Valencia', 'Rico', 'another', 'tourist', 'forces', 'achieve', 'voyage', 'Spain', 'defeated', 'family', 'served', 'called', 'Moors', 'second', 'accomplishments', 'name', 'Antonia', 'tomb', '1509-12', 'Caparra', 'Ponce de Leon'.

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Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer
Columbus
colony Puerto Rico
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001

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Alimenti e bevande

| | Kcal | Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie | |
|---------------------------------------------------------------------------------|------|------------------------------------------------------------------------|-------------------|
| | | Donna (peso 60 kg) | Uomo (peso 73 kg) |
| Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate | 300 | 115 minuti | 95 minuti |
| Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) | 350 | 135 minuti | 110 minuti |
| Panino con hamburger al doppio formaggio | 450 | 170 minuti | 140 minuti |
| Patatine fritte (porzione media da fast food) | 340 | 130 minuti | 110 minuti |
| Una porzione di profiterol (g 100) | 280 | 110 minuti | 90 minuti |
| Una lattina di bibita zuccherata (330 cc) | 130 | 50 minuti | 40 minuti |

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Making Authentic Text Comprehensible

| | Kcal | Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie | |
|---------------------------------------------------------------------------------|------|------------------------------------------------------------------------|-------------------|
| | | Donna (peso 60 kg) | Uomo (peso 73 kg) |
| Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate | 300 | 115 minuti | 95 mi |
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INTERPRETIVE TASK COMPREHENSION GUIDE

- ☐ Key Word Recognition
- ☐ Main Idea(s)
- ☐ Supporting Details
- ☐ Organizational Features
- ☐ Guessing Meaning from Context
- ☐ Inferences
- ☐ Author's Perspective
- ☐ Comparing Cultural Perspectives
- ☐ Personal Reaction to the Text

Adapted from: ©2013 Implementing Integrated Performance Assessment

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Main Idea/Supporting Details

Ingédients (2 personnes):

- 6 Fraises
- 2 Kiwis
- 1 Pomme Gala
- 6 Grains Raisins
- 1 Orange
- 12 cl de Limonade
- 2 càs Bombées de Sucre
- 1 càc de Fleur d'Oranger - 1 Pincée de Cannelle
- 1 Sachet de Sucre Vanillé

1. What might the title be for this recipe?
2. Would you like this recipe? Why or why not?

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Interpretive Mode

73

EOI ARUCAS
DEPARTAMENTO DE FRANCÉS

1

COMPRÉHENSION ÉCRITE :

Santé : Bien manger est un luxe

Une étude récente (*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.

Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1,164 habitants de Paris, Marseille, Dijon et Seine-Saint-Denis. Toutes bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait peut-être fournir plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'achètent pas d'elles-mêmes de produits frais. Comment le pourraient-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(*) Étude Abena, 2004/2005

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Interpretive Mode

74

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (*)

Study Abena, 2004/2005

Translated using google translate

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Interpretive Mode Assessment

75

- Find the following English words in the article.
 - a piece of cheese
 - among these people
 - everyone benefits
 - fresh produce
- Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.
 - Rich people do not eat as well as poor people.
 - 10% of the population of France is considered to be poor.
 - Poor people eat too many French fries.
 - Healthy foods are more expensive than unhealthy foods.
 - Only those who lived in Paris were interviewed.
 - Poor people do not eat enough fruit.
 - If you eat poorly, you risk being overweight.
 - A lot of poor people do not spend enough on food.
 - Rich people always buy fresh products.
 - Poor eating habits can cause behavior problems.
- What is the main idea of this article?

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Interpretive Domains and Common Core

76

| Domains from IPA Interpretive Task Comprehension Guide | English Language Arts Common Core Anchor Standards |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key word recognition | R4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| Main idea(s) | R2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Supporting details | SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. R2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| Organizational features | R5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

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Student Can-do's

77




| I can | Yes | With some help | Not yet |
|-------------------------------------------------------------------------|-----|----------------|---------|
| ask and answer questions about food and hunger | | | |
| talk about likes and dislikes concerning common and international foods | | | |
| identify where certain foods are from and identify key ingredient(s) | | | |
| ask and answer if they would like certain dishes and give reasons | | | |
| explain where and why hunger exists in the world | | | |
| explain how they make good / poor food choices | | | |

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Presentational Mode

78

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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Presentation Communication....

79

| is not | is |
|-------------------------------------------|---------------------------------------------------------------------|
| negotiated communication. | one-way communication. |
| random. | practiced, rehearsed, polished, edited. |
| unplanned. | organized. |
| speaking or writing in a vacuum. | an awareness of audience (formal/informal; cultural context). |
| reliance on circumlocution | improved by using appropriate tools – dictionary, spell-check, etc. |
| speaking or writing only for the teacher. | produced for an intended audience and purpose. |

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80

Writing 2011 Target Percentage Distribution of NAEP writing tasks

| Communicative Purpose | Grade 8 | Grade 12 |
|-----------------------|---------|----------|
| To persuade | 35 | 40 |
| To explain | 35 | 40 |
| To convey experience | 30 | 20 |

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Common Core Writing Standards

81

- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes



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Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

Sentence Fluency

82



"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

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Write 5 sentences about summer....

83



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

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Teach transitions

84



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

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huffingtonpost.com

91



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Expand a headline

92

Generation Y: 6 Gründe, warum unsere Kinder gegen uns rebellieren werden

Huffington Post | von Sebastian Christ

Veröffentlicht: 27/10/2014 15:20 CET | Aktualisiert: Vor 4 Stunden



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Strategies for Cooperative Work

93

Think - Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



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Teammates Consult/Quick Write

94



Discuss with your group. Then, pick up a pen and write an answer in your own words.

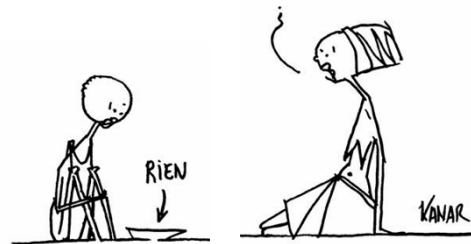
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95



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96



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97

PENSE UN PEU À TOUS CES MALHEUREUX OBÈRES
QUI ONT TROP À MANGER !

RIEN

KANAR

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<http://sousalimentation.canalblog.com>

98

Presentational Tasks

“On Demand”
You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...

Project-Based
Assume the identity of a child in another country. Introduce yourself. Tell about food choices in your country and comment on any hunger issues.

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99

Your “apple save” moment...

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100

Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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101

Interpersonal Communication....

| is not | is |
|--------------------------------------------------|--------------------------------------------------------------|
| one-way communication | two-way exchange. |
| memorized (skits, dialogues). | spontaneous and unpredictable. |
| only asking all the questions. | helping each other. |
| strict turn taking. | following up and reacting; maintaining the conversation |
| ignoring your partner; waiting to say something. | indicating interest; interactive body language; eye contact. |
| overly concerned about accuracy. | focused on the message. |
| giving up when you don't understand. | Asking for clarification if communication fails/falters. |

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102

Communication

What does it mean to be proficient in a language?
or
How will my students use what I am teaching in a real-life context?
or
Will they really say it on the streets of (Paris)?

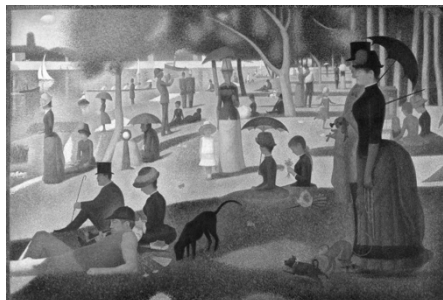
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head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair

103
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Asking Questions

104



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Raise the proficiency level

105

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level

106

Create a sentence that combines the ideas in both images.



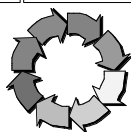
1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level.....

107



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

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What's different? Teach Circumlocution.

108



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Petit déjeuner ou déjeuner?

109



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Have a conversation about these meals.

110



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Tu aimes la ratatouille?

111

Oui, j'aime la ratatouille parce que j'aime beaucoup les tomates.
Non, je n'aime pas la ratatouille parce que je déteste les aubergines.



un repas français

- ☐ l'aubergine
- ☐ la courgette
- ☐ le poivron rouge, vert, jaune
- ☐ la tomate
- ☐ l'oignon
- ☐ l'ail

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????? le plumpynut?

112

Oui, j'aime le plumpynut parce que
Non, je n'aime pas



un repas multi-micronutrient

- ☐ L'avoine
- ☐ Les graines de tournesol
- ☐ Les amandes
- ☐ Le germe de blé
- ☐ Le miel
- ☐ Les fruits secs

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???? la poutine?

113

Oui,
Non,



un repas canadien

- ☐ les frites
- ☐ la sauce
- ☐ le fromage

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Spiral Vocabulary and Functions



- What do you like?
- What do you prefer? Which one do you prefer?
- Is (dish) healthy? Why or why not?
- Are there (nuts) in (dish)?
- Are you allergic to....?
- Where do they eat (dish)?
- How often do you eat (dish)?
- Are you hungry? Do you want to have (dish)?
- Do they eat (dish) in France?
- Have you tried...? Why or why not?

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Summative Interpersonal Assessment

115

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



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Testing Day

116

On-deck Area

1.

- Students:
- Select images
 - Practice both roles

Performance Area

2.

- Teacher:
- Indicates who starts
 - Sets timer
 - Assesses performance

3.

- Students in class work quietly on assigned task.

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

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Structured Debate

Should begging be banned from downtown areas?

117



Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of current economic conditions on poverty

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<http://1jour1actu.com/debat/>


118

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Required for an "A"

119

- Draw an insect.

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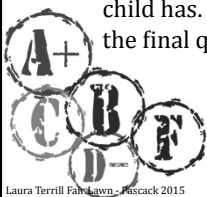
Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals.....Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Grant Wiggins, 7 Keys to Effective Feedback, Educational Leadership, September 2012
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What is your grading system?

121

Pretend that I am the parent of a student. I want to know how grades are determined so that I can better understand the grade my child has. Jot down how you determine the final quarter/semester grade. Be sure to include any elements that are required by your school or school district.



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122



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.mckr.com/photos/dilauid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Standards-based Grading

123



| Category | Percent | Description |
|-----------------|---------|------------------------------------------------------------------------------------------------------------|
| Learning Checks | 10 | Achievement - homework, participation, in-class work, vocab and grammar quizzes |
| Interpretive | 30 | Performance - reading/listening based on authentic text that they are seeing or hearing for the first time |
| Interpersonal | 30 | Performance - unrehearsed communication with a partner, teacher is not a partner |
| Presentational | 30 | Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher |

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Inappropriate Grading Practices

Adapted from *How to Grade for Learning*, Ken O'Connor

124

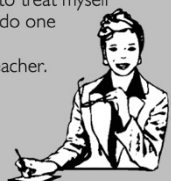
- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

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Sometimes I like to treat myself at work and just do one thing at a time.
Oh, wait, I'm a teacher.

your eCards
amecards.com



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Getting the most out of a text

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- What might you do as an interpretive task?



- What interpersonal conversation do you imagine students having with others?



- What might students do in the presentational mode?

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CHEN PERDU



le 7 juillet 2011 à Torcy (77200)
perdu Husky de Sibérie
femelle marron et blanc
tatouage, puce: oui, mais étrangers!
chienne est identifiée par puce électronique donc si vous la trouvez,
amenée la chez un vétérinaire qui scannera la puce et aura les
informations.
si vous avez la moindre information, s'il vous plaît contactez nous!
Mathilde, Tél: 07.86.51.86.54
Tatiana, Tél: 02.37.34.73.84
Email: olya.kravtsova@gmail.com
Récompense
n'estez pas indifférent. Demandez à vos amis, peut-être quelqu'un
d'eux a vu ce chien. Merci beaucoup.
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Se busca Poodle



Responde al nombre de "PELUDO"
Porta un collar color Rojo y una placa con
su nombre.
Fue visto por última vez frente al estadio de
Rangers.
Por favor, si lo ven llamen a uno de los
siguientes números, gracias.
74095582 ó 78660783
Se ofrece recompensa económica.

Contemporary Life: Our Animal Friends

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"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon
Communicative Competence: Theory and Classroom Practice

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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